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ABSTRACT

This paper examines elements that support the creation of a Motivational Learning Environment. Is it possible to motivate students or should educators focus their energy on creating a motivational learning environment in which students become self-directed and self-motivated learners? The paper focuses on the topics of paradigms, purpose, people, process, and plan--all critical to the development of a motivational learning environment. It describes the following change models: (1) the Concerns Based Adoption Model (CBAM), which focuses on the user; (2) the Institute for the Development of Educational Activities (I/D/E/A) Study, which focuses on dialogue, decision-making, and action; and (3) the Rand Study, which focuses on the change agent. These studies indicate that strategies for change should include active participation, face-to-face interactions, opportunities to learn new behaviors, local materials development, and leader support. The key operational elements for successful organizations include: meaningful involvement of all organizational members, a focus on the system itself, and the utilization of continuous improvement processes. In summary, educational leaders must become "systems literate" and utilize processes that strengthen the organizational culture in order to bring about long-term institutional change. Contains 24 references. (LMI)

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Creating a Motivational Learning Environment

A Presentation at the

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CREATING A MOTIVATIONAL LEARNING ENVIRONMENT

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ABSTRACT

This presentation will examine elements which support the creation of a Motivational Learning Environment. Is it possible to motivate students or should educators focus their energy to the creation of a Motivational Learning Environment where students will become self-directed and self-motivated learners? The presentation will focus on the topics of Paradigms, Purpose, People, Process, and Plan, all critical to the development of a Motivational Learning Environment.

Creating a Motivational Learning Environment

Is it the job of educational leaders to motivate staff and students or is it their job to provide an environment where students and staff are motivated? To be effective and efficient, leaders in present-day organizations need skills beyond the ability to plan, organize, solve problems, coordinate efforts and work with budgets. Organizational leaders can no longer view problems facing the organization in isolation; everything is related to everything else. Quite simply, organizational members must not just work harder, they must work smarter. The proper learning environment must be developed and then maintained to allow the operation to run at it's peak.

Organizational leaders can no longer view problems facing the organization in isolation. Leaders of today no longer simply solve problems, they must also be adept at "Managing Messes" (Lessinger, 1991). Dr. Leon Lessinger of the University of North Florida defined a "Mess" as a "system of interdependent problems, no one of which can be solved independently of the others." Lessinger (1991) said that anymore, we do not solve problems, we manage messes. To effectively manage a mess, selected components are held in place, other components are manipulated, and the results of the manipulation are analyzed to determine the impact on the system. Sound familiar? We are once again examining the whole of the organization... the systems approach to management and organizational leadership. In fact, we are indeed once again examining the Big Picture of the Organization in terms of the systems perspective (Leonard, 1991).

Steven Covey, in his book titled Principle Centered Leadership, reminded us that organizations are like any living system (Covey, 1991). Both grow and prosper if they are properly nurtured and given adequate time to develop. Just as one cannot expect to reap an

abundant crop from a field which has not been given the time and care necessary for growth, educational leaders cannot reap from an organization that is poorly nourished and not provided time for growth and improvement. A fertile environment for the educational organization must be developed and cultivated. It simply is not possible to fool Mother Nature and short-cut some of the processes necessary for long-term survival.

Author Peter Senge reminded us of the necessity to utilize the systems approach to organizational improvement (Senge, 1990). Senge pointed out that organizations often focus on isolated parts of the system and then members wonder why efforts aimed toward system-wide organizational improvement failed. He believes so strongly of the value of "Systems Thinking" that he included it as his all important "Fifth Discipline". Senge also believes in the notion of viewing educational organizations as both "systems" and "learning organizations". Such belief's imply that leaders must be prepared in ways to understand and guide such arrangements. The conceptual framework needed to design, effectively operate, and lead a "learning organization" dictates the inclusion of new content and practice into preparation programs. Such implications support the need to make changes to the current educational leadership preparation and operational paradigms.

For the benefit of readers not familiar with the paradigm concept, futurist Joel Barker provided interesting and insightful reading in his book titled Paradigms, The Business of Discovering the Future. Barker defined a paradigm as "... a set of rules and regulations (written or unwritten) that does two things: (1) it establishes boundaries; and (2) it tells you how to behave inside the boundaries in order to be successful." (Barker, 1992, p. 32). Currently, very little program content in educational leadership programs are group process oriented; in fact, very little change has been made in the past 40 years to the current educational leadership preparation paradigm (Pohland & Carlson, 1993).

Several implications come from the proposed change to the present-day educational leadership paradigm. Curriculum designed to teach leaders how to facilitate and use teams must be included in educational administration preparation programs. Leaders in today's systems must bring together internal and external clients and allow, even mandate, group processes to be used with those members to reach decisions. Clear boundaries for decisions must be staked and group processes for decision-making must become a part of the normal operational mode. Key players must be identified and actively involved to enable the system to "systematically" approach a continuous improvement initiative. To be successful under such a paradigm the right environment for success must be developed and nurtured.

Creating the Necessary Environment for Success

In order for an organization to have the necessary environment for success, several things must occur. Organizational members must understand the purpose of the organization, they must buy into that purpose, and, they must be able to support the efforts of the organization to achieve ends related to the successful completion of that purpose. Further, organizational members must be empowered to assist in the achievement of the organizational purpose. Members must be truly empowered-- lip service about empowerment will do more

to kill system improvement efforts than not having any mechanism for involvement at all. By focusing the efforts of the organization toward conceptualizing and articulating what the organization stands for, the organization can find the "True North" which is vitally important to the success of the organization (Covey, 1989).

Empowering people to make and implement decisions allow organizations the capability of accomplishing much more than the sum of the individual efforts. Buckminister Fuller and Harold Willens reported the value of using the "Trim-tab Factor" to magnify power. A trim-tab for a rudder on either a plane or a ship is small button or lever which controls other gears or mechanical devices to increase leverage. By one small turn or twist of a dial, or by one small push on a button, gears and/or mechanisms are set in motion which accomplish huge mechanical advantages. For example, on a ship, a small turn on one rudder control will cause a shift in the position of the ship's rudder which will in-turn cause the entire ship to shift course (Willens, 1984). One small turn of only a few inches can cause a huge course change. Applying the trim-tab factor to a leadership model, it is more easily understood how, by empowering organizational members, tremendous change (the trim-tab factor) may take place with-in the organization. It is interesting to note that in the instance of the ship trim-tab described above, the trim-tab changed the position of the rudder to a placement which was pointed directly opposite of the desired course.

An organization which involves members in the decision-making process calls for leadership which stresses teamwork. Visionary leaders who set high, yet attainable goals, are important to the organization. **Dynamic Tension**, an organizational element described by Senge (1990), delineated hazards caused by tension existing between where the organization is at the present, and where it hopes to be in the future. Organizations must have high goals, however, the goals must also be attainable (Senge, 1990). All organizations exhibit distance between "Where they want to be" and "What is actually happening". A **Dynamic Tension** exists between the two levels of "Desired" and "Actual". Imagine a rubber-band stretched between the two levels. If the levels are too far apart the rubber-band will be stretched so tight that one of three things must happen: 1) The rubber-band will break or snap, 2) The tension of the rubber-band will pull the goals or vision of the organization down nearer the lower level, or, 3) The lower level will be raised closer to the upper level of goals. Successful organizations are those in which the third alternative is the reality. The key to successful leadership is to provide the right amount of **Dynamic Tension** to constantly raise the level of performance of the organization, yet, at the same time prevent the organization from "snapping".

Another element which must be addressed while creating a proper learning environment is "Process Orientation". Although there does appear to be "A" definitive process for systems to use, it is clear that the use of "A Constant Improvement" process is essential. Through involvement of staff in decision-making activities, the "True North" can be firmly kept in the minds-eye of organizational members. Further, by involving those who must execute decisions into such a process, decisions once made, have a greater chance of being implemented. The proper environment for such activities must be thoughtfully

constructed, nurtured, and allowed to grow; it's not wise to mess with Mother Nature.

Development of a Curriculum for Leaders in the 21st Century Any curriculum implemented for educational leaders must be rich, recursive, related and rigorous (Dole, 1993). The curriculum must also be both product and process oriented (Walser, 1993). The curriculum must teach leaders how to lead "Learning Organizations" (Senge, 1990). What will such a curriculum look like? What precisely needs to be taught? When should it be taught? How should it be taught? Not surprisingly, these questions are the same ones which are typically used in curriculum design. Also not surprisingly, an examination of the key elements described for the necessary design for future educational leaders provides keys to unlock the curriculum design door.

Involvement of "practitioners" into the curriculum design process is critical to the development of the necessary framework for developing future educational leaders and/or fine tuning or improving the skills of present day leaders. Practitioners, those who must implement the decisions, are a vital element of the curriculum design process; they make up the "Who" to be involved into the design process. Both internal and external customers should be involved in the design process. Faculty at preparatory institutions must also employ the processes they teach to students. All faculty who will be involved in the active teaching process must be a part of the curriculum design initiative to ensure that courses are articulated. Practitioners can provide useful insight about the way classes are designed and scheduled. We should ask those who have walked down the path what they have learned about the path. Further, we also ask those who are walking down the path about their journey.

Constant program revision takes place in every university leadership preparation program. The "What to Teach" is really not as varied as one might expect. Recent studies indicate very little change in administrator preparation curriculum since 1950. There are a few transitional type programs on limited campus's, but overall, very little has changed (Pohland & Carlson, 1993). An examination of the focus recommended by Walser and others demonstrates the need to include components which address "Multicultural Issues" and "Process Orientation".

The issue of "How to Teach" is loaded with pitfalls. To espouse one theoretical model over another is a sure-fire trip to oblivion. However, by once again applying the principles of the paradigm, a framework can be described which seems to compliment the "What to Teach" and "Who to Involve". Dr. Leon Lessinger has for years advocated what he calls the "Nurturing Paradigm". In his model, Dr. Lessinger (1992) described key elements which provide the boundaries for success in education and training. Key elements which comprise what Lessinger labels **Substantive Due Process** are: Knowledge of Expectations, Knowledge of Assistance, Knowledge of Results, Knowledge of Corrective Action, and Knowledge of Many Chance. To provide a model graphic of the "Nurturing Paradigm", Lessinger described an equallateral trianngle with the three sides characterized with **Substantive Due Process** as one leg of the triangle. The other two legs are made up of components labeled **Due**

Diligence (being proactive), and **Due Regard** (as evidenced by concern for others) (Lessinger, 1992). The three elements taken in their totality make up the **Nurturing Paradigm** advocated by Lessinger (1992). A closer examination of the three constitute parts reveals they do indeed provide a workable model.

The Process of Changing the Operational Paradigm

Educational leaders must be change agents. Since it is evident that the status quo must change, it is equally evident that leaders must be able to facilitate change. Leaders must have a good working knowledge of the process of change.

The delineation of change as a process has been included in the literature for several years (Paul, 1977, p. 10; Hord et al, 1987, p. 5; Moorman & Egermier, 1992, p. 43;). Models which describe change have common elements, yet, each also contains unique views of the change process. In the late 1970's, Lieberman wrote about the dynamics of the change process in schools (Lieberman, 1977). She provided research-based insight on the CBAM (Concerns Based Adoption Model), I/D/E/A (Institute for the Development of Educational Activities), and Rand change studies. Each study provided a different focus for the change effort. The CBAM provided a focus on the user; the I/D/E/A study provided a focus on dialog, decisions and action in the schools; and, the Rand study provided a focus on the change agent. A very brief description of each model follows.

The Concerns Based Adoption Model (CBAM)-- A Focus on the User

An easily understood change model is provided by the Concerns Based Adoption Model (CBAM) developed in the early 1970's. Hall and Rutherford investigated change in educational organizations and devised a model which described the various levels of concern that individuals go through as they metabolize organizational change (Hall and Rutherford, 1975). Further work done by Hall in collaboration with other noted researchers has provided a valuable description of the change process (Hord et al, 1987). Information about the CBAM reminds us that change is accomplished by individuals. Individuals move through stages of concern which first focus on personal concerns, then task concerns, and finally impact concerns.

The CBAM model relates seven stages of concern which individuals who are going through change must pass.

CBAM Stages of Concern:

0. **Awareness--** people must be made aware of the intended change.
1. **Information--** individuals need to know basic information about the intended change.
2. **Personal--** individuals must understand how the change will affect them personally.
3. **Management--** management issues must be addressed. How will this change fit into an already busy day?
4. **Consequence--** what difference will the change actually make?
5. **Collaboration--** the organization needs to digest the change and

adjust. How does the change affect **us**?

6. Refocusing-- how can we make the change better or improve what we are now doing?

Obviously, any organization will have members who are at various levels in the model. Some individuals will need basic **Information**, others may be at the **Personal** level where their entire focus is on how the change will affect them; others, may well have accepted the idea of change and may be wondering how to implement the change in the best way, and so on. By understanding where various people are in the model and by providing assistance to those individuals going through change, the anxiety and problems normally associated with change can be lessened. People and organizations must understand that it is permissible to gripe and react to a change. Such reactions will pinpoint concerns which should be addressed. Those in charge of the change initiative should provide assistance to allow people to express concerns and then find ways to address the concerns. It is certainly true that many individuals will be unhappy with changing the status quo, but, their overall acceptance of change can be assisted by using the CBAM to describe at what stage or where people are in the change process and then find appropriate interventions. Change is like the monster under our bed when we were kids-- if we could name it, it became somewhat less of a threat.

The I/D/E/A Study-- A focus on Dialog, Decision-Making and Action

The I/D/E/A study gathered data about change as it related to school improvement efforts. As school staff began to examine organizational problems a first stage was noted: teachers talked (**Dialog**). They talked about new ideas, their ability to perform new roles, and they discussed types of support which would be available to assist them in their efforts. A second stage followed: **Decisions** were made. In the second stage, patterns similar to the CBAM focus on Management concerns were prevalent. Finally, the third stage: **Action**, occurred. Implementation of plans and collaboration of staff members signaled this stage of development. The basic stages from the model indicated the need for:

1. Talk about new ideas and questions (**Dialog**);
2. Someone to individualize the concepts associated with the change (**Decision**);
3. Innovation activity (**Action**) which points out changes in the status quo that make old programs look "different";
4. People to ask questions about innovation improvement; and
5. Dialog to set the stage for a new set of ideas and questions.

The study confirmed the need for sub-groups in a school system to address personalized concerns, deal with task-oriented management problems, and finally, collaborate and implement the change and work on improvements for the sake of improvement of the system.

The Rand Study-- A Focus on the Change Agent

Another study which outlined a type of change model and provided insight into the change process was conducted by the Rand Corporation. The study examined the role of the

change agent in implementing changes in organizations. Conclusions of the study indicated that both a supporting setting and a strategy for change must be in place to effectively foster change; Further, the study pointed out that leadership is critical to enact change-- the leader can either facilitate or stifle the change process. Additionally, the study indicated that frequent meetings and training were necessary during the change process and that concentrated resources were necessary during the time of change (Lieberman, 1977).

The three studies, taken in conjunction, indicated that strategies for change should include:

1. Active participation
2. Face-to-Face interactions
3. Opportunities to learn new behaviors
4. Local materials development
5. Support from a leader

We are also reminded that:

1. Change is a process, not an event;
2. Change is accomplished by individuals;
3. Change is a highly personal experience;
4. Change involves developmental growth;
5. Change is best understood in operational terms; and,
6. The focus of facilitation should be on individuals, innovations, and the context.

(Hord et al, 1987)

By applying a systems view to organizational change several connections should be noted which will assist in planning for change. Change is painful. Systems enjoy homeostasis; they enjoy balance. Individuals are no different than the system they make up. Routine is comfortable for both. Just like the old pair of shoes or the worn cardigan sweater we slip on to relax and unwind, comfort depends on a sameness, a security in what we do and how we do it. We know just how the sweater or shoes will feel when we slip them on our body. Whenever change occurs, organizations or individuals must undergo a period of discontinuity and the system of either one temporarily must be placed out of balance. The period of imbalance may be likened to moving a fulcrum along a balanced board; as the fulcrum moves away from the point of balance for the board the system becomes out of kilter. A system in an unbalanced state must regain it's balance or it will no longer function or be of value. Some type of change must take place to bring the system back into balance with the fulcrum now located at a new position. By cutting the board on one end to allow the fulcrum to once again support the balanced board; change must occur in organizations to once again bring stasis to the unbalanced system. To continue this analogy, if too much is taken off the board the balanced board system no longer closely resembles the old system and recognition problems occur which cause the system a great deal of distress. A system under a great deal of stress may or may not be able to regain balance and may or may not survive. Organizations do not need to take such a risk and possibly cause fatal injury to the system. A

method which can assist in the change effort for lasting change in systems is the "Boiling Frog" approach.

In order to cook a frog one might simply bring a pot of water to boil and then throw the frog into the pot. It is probable that the frog will not like such a drastic change in its' surroundings and will make every conceivable effort to hop right back out. However, if a skilled chef realizes ahead of time that the frog needs to be cooked a plan to accomplish the task with less stress for all concerned might include steps to first place the frog in a pot of cool water with a very low flame going under the pot. By bringing up the temperature of the water in the pot very slowly the frog will be cooked (very slowly) and thus accomplish the desired outcome. But the change process which transformed the uncooked frog to a cooked frog was not nearly as painful to either party. By utilizing a plan for changing the "system" a little a time a major change was accomplished to the entire system. The task can be accomplished with less stress to the system. Individuals (Frogs) do not resist as violently to incremental change as the do to rapid change. If we want the change to last, we must give those changed the opportunity to adjust.

Attila the Hun is purported to have said " We cannot expect to change our long held traditions... without strife". If indeed Axilla made the remarks he was not far from the truth. As surely as death and taxes, change will occur and people will resist change. Since people make up organizations it is safe to conject that organizations will attempt to thwart change initiatives.

Organizations go through stages of change which are similar to stages individuals go through following the death of a loved one. Most individuals and/or organizations who have been thrust into a relationship with either entity-- "change" or "death"-- undergo similar phases. They first **deny** that anything is going to happen (or did happen) to change the way things were. Initially there is a numbness or apathy about the issue. A some point in time however, the concerned parties finally accept the fact that something has happened to change the status quo. It is not uncommon for individuals or organizational members to become angry or become so upset that their behavior may noticeably change. They may attempt to withdraw from the reality of the situation. Once again, either with assistance or without, the parties concerned must accept and deal with the issue. They will **resist** the issue as long as possible. After a period of time the frustration and anger will usually lead to **exploration** of alternatives. Those affected by change must struggle though a maze and will most certainly run into problems which assume the role of road blocks or dead ends. They may be blocked by too many ideas, too much to do, not enough time, an so on. Eventually the affected members will make their way clear. After the stages of Denial, Resistance, Exploration and, Acceptance have been traversed, the change can finally become institutionalized. Most individuals will at this point accept that the change is indeed implemented and they finally understand that they must accept the change or move on. **Commitment** to the change will take place for those who remain.

In order to make meaningful and lasting change in organizations change agents (those

who are leading the change initiative) must take into account the stages of concern of individuals who must go through the change. Organizational change will only occur person-by-person. As individuals are taken through the change process they will have questions and concerns which deserve answers and which must be answered before they can move to higher levels of implementation. Communication among all concerned parties must be a priority. Leaders must understand that it is to be expected that those implementing change will be frustrated, even angry, about change. By understanding and planning for change there is a greater chance that individuals will more rapidly accept and implement change. However, it is important to note that lasting organizational change will only occur when the collective belief systems of individuals who make up the organization change so that the "change" becomes the "norm". Until a "new norm" has been established-- the **Organizational Culture** has been changed, long-term or lasting change simply will not happen. It is crucial that change-agents and leaders understand and plan for organizational change through changing the organizational culture. Change in the organizational culture should be accomplished by a planned process.

What Must Change?

Meaningful change simply cannot happen overnight. For lasting change to occur, nature must follow a cycle which can't be forced beyond certain basic limitations. However, it is true that the natural cycle of change will fall within certain boundaries. The "Chaos Theory" which describes the occurrence of random events in natural settings as chaotic, yet bounded, is an excellent model which applies to the educational setting. Even though events do not necessarily seem to have specific clearly defined boundaries, they do cycle within boundaries or limits. The "Big Picture" must be viewed to clearly understand what is happening within the organization. Leaders must not over or under-react to situations because situations were viewed out of perspective. It is clear from the writings of the authors cited in this paper that key operational elements for successful organizations include: 1) meaningful involvement of all organizational members who are affected by decisions, 2) a focus on the system itself, and, 3) the utilization of continuous improvement processes. Educational leaders must understand how to operationalize those concepts and be able to apply them in the context of a multicultural society.

Educators who have already initiated a process to involve constituents in the school improvement initiative have turned in the right direction. However, it has become increasingly clear that federal, state, and local mandates for educational improvement simply do not cause the accomplishment of the desired outcomes. Improvement can be mandated, but the reality of what actually occurs is often quite different from the mandate. Very little long term change has occurred over the past decade of massive reform. Why? Could it be the wrong target was selected for the change initiative?

The desired change must be ingrained into the belief structure of the individuals who comprise membership of educational organizations. **Organizational Culture** must be targeted for meaningful and lasting change to occur. Thus, it is up to leaders to: 1) assist employees

to focus on customer needs; 2) provide time to employ processes which involve staff in the development and implementation of long range plans; and, 3) provide support and coach staff to ensure that employees are assets to the organization. Again, changes must occur in the way educational leaders are prepared so they will able to accomplish such initiatives.

Culture is defined by Gibson et al. (1985) as a unique system of values, beliefs, and norms that members of an organization share. Deal simplistically defines culture as an abstraction that ties to the unconscious side of the organization (Deal & Kennedy, 1982). Culture consists partially of recurrent and predictable behavior patterns (Firestone & Corbett, 1988). Culture is an organizational habit. There is a well-developed congruency of thought and sameness in the way things are done. Educational corporate culture is simply an extension of the description of corporate culture into the educational setting.

All organizations, educational or otherwise, develop a culture which guides and directs the particular way organizational members do things. All groups formulate beliefs, values and thoughts unique to their specific organization. The extent to which the beliefs, values and thoughts are shared is one component of the culture of an organization. However, it is not enough to have a high degree of belief and attitude congruency. If the group membership is not working toward organizational goals and components necessary to effect high-level operation, congruency becomes a mute, or even harmful, component. Educational leaders must be able to work within the organizational constraints to affect changes in organizational culture.

In A Parable of War, Theodore Sizer depicted our educational improvement effort analogous to the efforts of an army asked to do everything with nothing (Sizer, 1989). The soldiers were told that due to recent mandates their weapons must now shoot farther and must be more accurate. The weapons were the same ones the soldiers had before the mandates. The soldiers are now to be sent into battle with their new mandates in hand and with no changes in operation except for additional mandates to involve others into making the same old weapons shoot farther and be more accurate. For the past decade our educational armies Sizer so aptly described have been fighting everything with nothing (except mandates) and to top that, the armies have yet to realize in which war they were fighting! So many battles have been engaged that no one has thought or taken the time to take a step back and identify the war and the real opponents we are battling. We must not continue to fight for fighting sake; we must identify the enemy and then plan the appropriate strategy to get to the desired destination. Strategy for improving schools must include a focus on improving the educational corporate culture. The focus on continuous improvement of the organization dictates that educational leaders must understand and be able to manipulate organizational culture.

To assist leaders to understand culture, educational leadership preparation programs must prepare leaders to examine the organization in terms of the following very simple components:

1. The Past--who, what, and where the organization was;

2. The Present--who, what, and where the organization is;
3. The Future--who, what, and where the organization should be.

Leaders must know where the organization came from and where it is in order to plan for the future. They must examine the past and determine the elements of the past which characterize what is deemed to be the essence of the organization.

Educational leaders can use such knowledge of culture to prepare battle plans for a war which is understood. There are basic cultural components found in every organization. An understanding of the following components will allow leaders to plan for changes in the way things have always been done, thus impacting the culture of the organization:

1. The Induction of new members through a focus on **Customs:**
   Shown by a mutual effort (a) to communicate Staff Expectations, (b) to protect What is Valued and Important, and (c) to focus on Student Traditions and Common Customs;
2. Maintenance of the organization through: **Collegial Relationships:**
   Encouraged by (a) Recognition, (b) Celebration, and (c) Open Communication;
3. Pushing the Envelope: Risk taking to improve **Competence:**
   Demonstrated by (a) A Grasp for New Knowledge/Technology, (b) Tangible Support, and (c) Experimentation; also, **Confidence:**
   demonstrated by (a) Trust, (b) Decision Making Involvement, and (c) Open Communication.

Leaders must know where the organization came from and where it is in order to plan for the future. They must examine the past and determine the elements of the past which characterize what is deemed to be the essence of the organization. There are basic cultural components found in every organization.

Every organization came from somewhere. Even if the organization is brand new there is a body of values and beliefs upon which the system is based. What are they? Do staff members know of those values and beliefs? Do they really know what is expected of them? Unless employees are told about important and unimportant issues it is not fair to expect them to infer, by intuition or ESP, what the leader has in mind. The right questions have to be asked and the right answers have to be provided if organizations are to be molded into a stronger and more successful entities.

In educational arenas we have done a good job of asking the question "What are we about?" The other side of the two-edged sword has not yet been addressed--What exemplars are present from the past which can assist in the journey to the future? Leaders need to identify heroes, heroines, myths, and symbols which can help focus on past success. Use the past to provide a trail to the present. In some instances there may be no exemplars which light the way to the future. For those instances, rituals and funerals should be held to discard the things of old that are no longer needed or desired. By providing ceremonial events a

bridge will be developed which will link the past to the present.

Does your organization have a planned induction program for new employees? One aspect of successful corporations which sets them apart from unsuccessful corporations is a meaningful induction program. The Walt Disney Corporation, as an example, has a lengthy induction program for all new hires. Whether popcorn salesperson on Mainstreet USA at Walt Disney World or Vice-President or Marketing at Disneyland, all new hires are introduced to the Corporation through the "Disney Traditions" course at Disney University. By the way, there are no Disney employees; all new hires are hired to fill a role in the cast, thus, they are all cast members. A minimum of two days is spent inducting cast members into both the Company and their job. This two-day period does not include the many additional hours of on-the-job training provided by the company. How long do you spend inducting new members into your organization? Are your members any less valuable? Do your staff members have a culture that encourages them to share trade secrets and materials with one another?

Futurist Joel Barker in his video "The Power of Vision", discussed the importance of having organizational Vision. He provided a simile of Vision being "like a rope" which leads from one side of a stream to the other. The rope described by Barker is attached to a rock on the far side of a stream. The rope provided a direction for the traveler; the rock on the far side of the stream, a stable place to anchor a connection to the future. Barker said "We may be pulled and tossed in the rough waters of a turbulent stream, yet we have a rope to guide us to the future" (Barker, 1990). Barker's description painted a vivid picture which provided a wonderful visual focus; however, I don't feel his picture paints the complete scene needed. I envision a rope attached at both sides of the stream. By anchoring to elements of both the Past and the Future we will have fewer turbulent times in our journey across the stream which is our Present. We choose where to set the anchor on the far side of the stream; however, we must also take into account where we started so we can be sure we have enough rope to stretch from one side of the stream (where it is already anchored) to the far side of the stream (where our vision lies). Identify the strengths and weaknesses of the anchor point on the side of the stream where the journey begins--abandon the elements which need to be abandoned, keep the elements which should be kept--let the rope have a firm anchor on the side of the river where the journey starts.

In all organizations there are expectations, traditions and customs which can provide a strong anchor point for the start of a the journey. Leaders must identify those components from the past which exemplify the essence of the organization and use that information to help guide the journey through present. In instances where much of the past needs to be discarded, leaders should communicate the message and ceremonially do away with those hinderances. Further, by recognizing the achievements of the organization and collectively celebrating small and large victories as they are achieved, it is possible to build a stronger and more cohesive work group. Attention must be paid to the maintenance of the organization as an organization--recognize, celebrate, and communicate on a regular basis.

Induction programs are vital for indoctrinating new members to the values and beliefs of the organization. Use an induction program to assist in recognition, celebration and communication. **If you think you cannot afford to spend the time or money to properly induct new members, I encourage you to think of the cost if you do not do so**. If new employees do not understand what is important and why it is important they will be less willing to go the extra mile to help achieve the organizational goals. The values of the organization must become internalized by those who work in the organization. The induction process allows for values to be articulated and digested by new members.

Understanding and utilizing lines of communication within the organization are also key elements for organizational survival. An examination of the formal and informal communication network is vital. What hidden hierarchy exists within your organization? Do you know how to use that hierarchy to your advantage? Do you know how to use network "cabals" and "spies"?

Rewards and sanctions demonstrate what is valued and important in the organization. Who and what are or are-not recognized communicate a great deal about the values held by the organization. Appropriate behavior is usually rewarded by some type of sanction such as inclusion or acceptance by the group. Sanction is also given for inappropriate behavior; however, the sanction is usually exclusion or withdrawal of acceptance by the group.

Freedom to choose pathways through a mine field will at least make the traveler think about what is close by and examine options before taking the next step. Freedom for employees to examine the circumstances surrounding their work and then actually make decisions which affect their work provide commitment to decisions. Are your employees challenged to try new ways or explore new paths? Do you support the efforts of your staff to try new things? Remember, support does not have to be financial, it may be allowing mistakes to happen or doing a little path clearing through the mine field. Do your employees trust you to do the mine-sweeping? Even if you let the staff know that you have cleared a pathway for them are they confident that you have the competency and skill to do what you said you did? If not, then you need to channel some energy into building the level of trust in the organization. Competent and confident employees boldly go where others can't see a whisp of a trail. New horizons may be opened up by such courageous workers. Open channels for communication must exist if the organization is to grow to its fullest height. Do you ask? And just as important, do you listen?

In Summary

A motivational learning environment must be established and nurtured in educational institutions. Educational leaders must understand the concept of "Systems" leadership. Leaders must become "Systems Literate" and utilize processes that strengthen the organizational culture. An understanding and focus on change through changes in organizational culture is the only strategy which will allow for long-term institutional change. By focusing on change through changing the culture of the organization, meaningful, quality education can and will occur.

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